

HAUT GAP MIDDLE
1861 Bohicket Road
John's Island, South Carolina 29455

GRADES 6-8 Middle School

ENROLLMENT 308 Students

PRINCIPAL Roberta M. Frasier 843-559-6418

SUPERINTENDENT Dr. Maria Goodloe 843-937-6319

BOARD CHAIR Mr. Gregg Meyers 843-720-8714

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	2	13	12

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 8 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

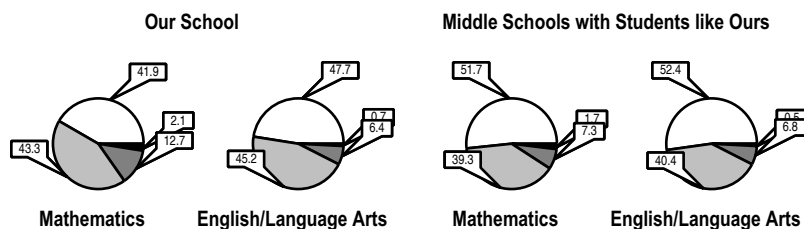
SOUTH CAROLINA PERFORMANCE GOAL





By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:
WWW.MYSCSCHOOLS.COM
WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Unsatisfactory	N/A
2002	Average	Good	N/A
2003	Below Average	Below Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS

	Definition of Critical Terms
	Advanced Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient Well prepared to work at next grade level; met expectations
	Basic Met standards; minimally prepared, can go to next grade level
	Below Basic Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	27	94	0
Percent satisfied with learning environment	77.8%	66.3%	N/R
Percent satisfied with social and physical environment	74.1%	62.4%	N/R
Percent satisfied with home-school relations	53.8%	77.4%	N/R

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	307	99.7	47.7	45.2	6.4	0.7	7.1	17.6
Gender								
Male	151	99.3	58.5	34.1	6.7	0.7	7.4	17.6
Female	156	100.0	37.8	55.4	6.1	0.7	6.8	17.6
Racial/Ethnic Group								
White	35	100.0	46.7	43.3	10.0	N/A	10.0	17.6
African-American	250	99.6	47.0	45.7	6.4	0.9	7.3	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	21	100.0	55.6	44.4	N/A	N/A	N/A	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	251	100.0	44.3	47.4	7.4	0.9	8.3	17.6
Disabled	56	98.2	62.3	35.8	1.9	N/A	1.9	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	307	99.7	47.7	45.2	6.4	0.7	7.1	17.6
English Proficiency								
Limited English proficient	6	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	301	99.7	47.8	45.0	6.5	0.7	7.2	17.6
Socio-Economic Status								
Subsidized meals	283	99.6	48.7	44.2	6.7	0.4	7.1	17.6
Full-pay meals	24	100.0	31.3	62.5	N/A	6.3	6.3	17.6

Mathematics								
All students	307	100.0	41.9	43.3	12.7	2.1	14.8	15.5
Gender								
Male	151	100.0	45.6	41.2	11.8	1.5	13.2	15.5
Female	156	100.0	38.5	45.3	13.5	2.7	16.2	15.5
Racial/Ethnic Group								
White	35	100.0	40.0	43.3	13.3	3.3	16.7	15.5
African-American	250	100.0	42.1	43.4	12.8	1.7	14.5	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	21	100.0	38.9	44.4	11.1	5.6	16.7	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	251	100.0	37.4	45.7	14.3	2.6	17.0	15.5
Disabled	56	100.0	61.1	33.3	5.6	N/A	5.6	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	307	100.0	41.9	43.3	12.7	2.1	14.8	15.5
English Proficiency								
Limited English proficient	6	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	301	100.0	41.9	43.4	12.5	2.2	14.7	15.5
Socio-Economic Status								
Subsidized meals	283	100.0	42.2	43.7	12.3	1.9	14.2	15.5
Full-pay meals	24	100.0	37.5	37.5	18.8	6.3	25.0	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	89	N/A	39.8	45.5	12.5	2.3	14.8
	Grade 7	100	N/A	29.0	62.0	9.0	N/A	9.0
	Grade 8	103	N/A	33.0	52.4	13.6	1.0	14.6
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	90	100.0	40.7	46.9	9.9	2.5	12.3
	Grade 7	112	99.1	54.5	39.6	5.9	N/A	5.9
	Grade 8	105	100.0	46.5	49.5	4.0	N/A	4.0

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	89	N/A	28.1	50.6	19.1	2.2	21.3
	Grade 7	100	N/A	49.0	41.0	7.0	3.0	10.0
	Grade 8	103	N/A	45.6	52.4	1.0	1.0	1.9
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	90	100.0	30.9	38.3	24.7	6.2	30.9
	Grade 7	112	100.0	48.0	41.2	10.8	N/A	10.8
	Grade 8	105	100.0	44.6	49.5	5.0	1.0	5.9

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 308)				
Students enrolled in high school credit courses (grades 7 & 8)	50.8%	Up from 46.7%	7.8%	14.4%
Retention rate	N/A	N/A	3.1%	2.3%
Attendance rate	93.2%	Down from 94.7%	94.6%	95.2%
Eligible for gifted and talented	4.4%	Up from 0.0%	4.9%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	17.7%	Up from 0.0%	16.3%	14.1%
Older than usual for grade	37.0%	Up from 9.0%	9.9%	4.9%
Suspended or expelled	6.2%	Up from 2.5%	1.6%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 23)				
Teachers with advanced degrees	47.8%	Up from 47.6%	44.6%	47.1%
Continuing contract teachers	78.3%	Up from 71.4%	70.7%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	78.7%	Down from 79.7%	73.9%	84.3%
Teacher attendance rate	97.2%	Up from 95.7%	94.6%	95.0%
Average teacher salary	\$41,082	Up 2.2%	\$38,876	\$39,924
Prof. development days/teacher	20.0 days	Up from 13.1 days	12.8 days	10.7 days

School				
Principal's years at school	15.0	Up from 14.0	2.0	3.0
Student-teacher ratio	17.4 to 1	Down from 19.7 to 1	17.3 to 1	21.0 to 1
Prime instructional time	89.0%	Down from 89.1%	86.7%	88.9%
Dollars spent per pupil*	\$6,552	Up 9.1%	\$7,457	\$5,854
Percent spent on teacher salaries*	60.7%	Down from 63.4%	58.7%	62.0%
Opportunities in the arts	Good	Up from Fair	Good	Good
Parents attending conferences	99.0%	No change	92.1%	94.8%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Haut Gap Middle School has advanced the theme, "We've Got the Magic in Us," this year. We are proud of our school's achievements. We were recognized by the state for our performance through the Palmetto Silver Award Program. Our students have received awards through participation in state and local competitions in writing, spelling, the arts, and public speaking. As we now move forward into the world of technology, we are proud to share that magic with you through eChalk. Our new web site offers us the opportunity to communicate with you -our parents, community and students -through the magic of the computer.

Haut Gap Middle School serves the communities of Johns and Wadmalaw Islands and the resort islands of Kiawah and Seabrook. The school draws its population of 308 students from rural families. Academic programs, such as honors, self-contained, resource and ESL, provide for the school's diverse population. Over 85% of the students participate in the Free and Reduced Lunch Program. The ethnic population of the school is approximately 82% African-American, 10% Caucasian, and 8% Hispanic and other groups.

To meet the needs and concerns of the school's population, Haut Gap Middle School participates in the 21st Century Grant After-School and the Cities In Schools programs. These programs offer skills classes to assist students and focus on improving student performance in math and reading through a variety of instructional approaches. Additional assistance for our Hispanic population has been provided through CIS and Club Latino, a mentoring program. Through a community partnership, Our Lady of Mercy sponsors Cultural Experience-our drum, dance, and discipline project. This program gives students the opportunity to be academically creative, to participate in the arts, and to experience community involvement and awareness. Our Lady of Mercy and the Haut Gap Middle School PTSA have been recognized by the State Department of Education for their support of student learning.

We are proud of our school's achievements. Many of our students have been recognized in state and local competitions. Again this year, "Community of Readers" honored our reading program as one of its Dynamic Dozen school programs. We want to continue through the world of academics and technology to Motivate, Achieve, Give, and Care-MAGIC!

Roberta M. Frasier, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.